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ABSTRACT

College business communication courses should assist students to learn both how small groups make decisions and how to facilitate small group discussions. Through a unit on small group decision making, the student should be able to understand the role of small groups in organizations, the process of decision making in groups, and the importance of evaluating group dynamics. A suggested topic outline may include the fundamentals of small group decision making and the assessment of group characteristics (size of group, background of members, and purpose of group--finding facts, making analysis, drawing conclusions, making recommendations, or making decisions), as well as present small group processes (preparation of members, group techniques, group dynamics, and group maintenance). To meet the demands for group and individual work, teachers may try varied activities such as introduction exercises, mock interviews, simulation activities, field work, library assignments, conference planning, round-table discussions, and brainstorming. (A 38-item annotated bibliography is appended.) (HOD)

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1981 AMERICAN BUSINESS COMMUNICATION ASSOCIATION
NATIONAL COMMITTEE REPORT

UNIT III. RESEARCH AND METHODOLOGY

TEACHING METHODOLOGY AND CONCEPTS COMMITTEE--SUBCOMMITTEE--3

HOW TO TEACH SMALL GROUP DECISION-MAKING BUSINESS COMMUNICATION CLASS

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CS 504 299

HOW TO TEACH SMALL GROUP DECISION-MAKING
IN A BASIC BUSINESS COMMUNICATION CLASS

In a survey which asked recent business graduates of a midwestern university to identify the strong and weak points of their education, a majority of students stated that they did not get enough background in communication politics.

This is not an isolated incidence. Graduates often feel that they are ill prepared to deal with the group dynamics and the politics of organizations.

Some people view an organization as a huge impersonal crowd, some people would like to concentrate just on the individuals in the groups. In reality organizations are made up of many smaller groups which develop characteristics of their own that differ from the attributes of the individuals who make up the group.

Groups change and develop. Their dynamics depend on the size, composition, task and environment. The more the members understand about the group dynamics, the tasks of the individuals to maintain the group the better the group will function.

Theory and Principles

More people spend more time and more energy at more meetings today--and become more frustrated when the meetings waste more time than ever before. To help lower stress, save time, energy, and tempers and to raise individual and group productivity, college business communication courses should assist students to learn how small groups make decisions and learn how to facilitate small group discussions. The need and purpose of the meetings, the composition of the group, the time and facilities, the roles of members, the preparation of participants, and the probable procedure

and goal of the meeting should all be considered.

Planning Group Discussions

If a problem cannot be solved by memo, phone call or meeting between individuals, or if feedback or speed is necessary for the group, a meeting may be needed.

a. Purpose:

The leader of the group discussion needs to state the purpose--problem solving or decision making--and the goal at the beginning and end of the meeting. Wojick cites a series of meetings at which, 85% of the points were redundant (1978).[1]

The purpose of a small group may be to reach a routine, creative, or negotiative decision. In the routine decision, technologies exist to achieve the goal, and the group agrees on the goal. In creative decision making, there is no agreement on the method of dealing with the problem, perhaps because of lack of knowledge of causes or lack of appropriate strategy to solve it. Negotiated decision making deals with opposing factions which differ in norms, values or vested interests and in ends, means, or both. Issue analysis and an issue tree, Wojick says, will keep discussants on the task. If the purpose of the meeting is not clear, problem solving can be used for clarification. Problems can be located in situations, individuals, or groups and must be differentiated from choices and solutions. Data collection may be necessary to identify true causes of the problem and clarify the purpose for the group meeting.

b. Composition

The length of the time the group is to serve, and its power, size, and experience will affect the functioning of the group. The members of a mature group are involved, responsible, trusting and caring, resourceful,

attentive to each other and themselves and are willing to experiment.[2] Bales describes groups as moving toward a goal; Bion as moving from dependency to pairing and fight-flight; Bennis and Shepard believe that the obstacles to group development are in members' orientation to authority and intimacy; Shultz states that groups move from integration by inclusion, control and affection, to resolution; Tuchman asserts that groups move from testing and dependency to conflict to cohesion and finally to functioning role-relatedness; Slater sees parallels between group and individual and social development; Mann states that members can relate to the leader as analyst, authority figure, manipulator, audience, or member.[3] Homan's internal and external system recognizes three independent elements of small group structure: activity, interaction, and sentiment. . . . Homan's theory supports the distinction group communication makes between task communication (external system) and process communication (internal system).[4] Deutsch suggests differences in cooperation and competition in groups. Groups may be classified as Instrumental, Mutual Acceptance, and Vectorial.[5] Thus if the group is primarily interested in competition as opposed to cooperation or goal seeking, the function of the group will be affected. Bradford recommends flexible leadership depending on the needs of the group and the individuals in it.

c. Time and Place

Meetings should be at the most effective time for members. The space considered should be in terms of individual and group territories and should facilitate closeness yet provide space for paper or blackboard to record important points.[6] Lighting, temperature and equipment should be considered.

d. Roles

Before the meeting, members should be assigned tasks as recorder, presenter of information or leader of discussion. Flexible use of groups and subgroups as need demands is recommended by Bradford. Characteristics of individuals assigned should be considered, for example, Borgatta's assertive, supportive or withdrawn types.[7]

e. Member Preparation

Members who are briefed on the agenda, their roles, and the goals will be better prepared and motivated at the meeting. Preparation of the leader in anticipating the opening, major issues, personality problems, and the like, can prevent problems and facilitate movement toward the goal. Doyle and Straus recommend that a facilitator remain neutral, focus the group on a common task, suggest alternatives, protect group members from attack, encourage participation, encourage win/win solutions and coordinate pre- and post-meeting logistics.

Conducting Group Discussions

a. Formats

Group meetings may begin with a presentation by an expert or a media presentation which orients the group to the problem and the information available. Panel or open discussions may be used to stimulate thought.

b. Procedures

Solving problems may be haphazard or logical. Informed members may be polled for an analysis of the group's view of the problem.

1. Problem Solving: Problems may be attacked by the form of reflective thinking, ideal solution, or single question. Reflective thinking asks the group to consider the limits, causes, available solutions, and best solution to the problem. The single question form asks the group

what the most important question that must be answered, what information is needed, and what the best solution is based on those answers. The ideal solution form asks what the ideal solution is, what conditions might be changed to achieve the ideal solution, and what the best of the solutions available is. Larson found that the single question or ideal solutions were more effective in problem solving than was no strategy or the reflective thinking form.

2. Brainstorming: Contributing ideas to a group, without negative feedback, but with each idea sparking another, group members can generate a pool of possible solutions that can later be analyzed for usefulness; it is less useful in groups than is generally believed but is most useful on an individual basis.[8] Many researchers have concluded in the last two decades, that, individuals alone produce more ideas than those in groups. But the principle of uncritical idea generation remains valuable.

3. Buzz Groups: Large groups can be divided into smaller groups for a short time to discuss assigned questions, to brainstorm or to analyze the ideas before the group. Each small group then reports back to the larger group.

4. Role Playing: Group members may take the position of some other person and act out a situation with others to develop a feel for the viewpoints of others.[9] Roleplaying is best undertaken with professional supervision, and with careful introduction, adequate time, and follow-up discussion.

5. Listening Teams: Subgroups may be assigned to take careful notes or listen carefully to media presentations, lectures or panels so that information is available when needed. Assignment to listen for causes, solutions, consequences or the like will assure that resource persons are available later.

6. Delphi: Participants pool their views, working alone and anonymously. Participants make a list of opinions or recommendations, a copy of the entire group's list, and rate it, receive a copy of the groups ratings indicating any concensus to which they may respond, and finally receive a revised list of concensus, majority and minority opinions. The Delphi technique is particularly useful when participants are far separated.

The nominal group (individuals working alone and pooling their ideas) is a variation of group problem solving that is more effective than individuals alone.

7. Two Column Method: To solve controversy, and to assure that participants listen, the two column method may be employed.[10] The leader lists the values of P and Q while participants support either idea. As participants hear one-sided arguments for Q they can respond by having the exceptions listed under P. The method leads to the realization that neither position has all the merits. When the lists are completed, both sides can be more realistically and constructively evaluated.

Evaluation of Proposed Solutions

When the issues have been identified, data has been collected, patterns identified, options considered, and options are being examined, the solution is near. Skilled use of an issue tree can assure that group reasoning is a part of applied logic.

a. Risk To aid group members who may feel that they have participated in a win/lose situation--and lost--Risk is a method of releasing emotions. Members are asked to pose objections, fears, and doubts about the proposed solutions. When all objections are listed, the group can discuss ways to reduce or avoid the objections. Carefully handled, Risk reduces tension, assures cooperation, and makes members aware of lack of concensus.

b. Screening Proposed solutions may be screened for transferred solutions, and debatable facts, and considered for appropriateness of fact, interpretations and trends and finally considered for cost, integration, alternatives, extent of factual support and acceptability to group members.

Solutions into Action

a. Critical Path Management To plan ahead, consider when each activity must be done, how long it will take, and which must be done before the next can be done. Work backward from the last completed activity, the next to the last, and so on, so that all tasks are accounted for in the necessary order.

b. Pert Program Evaluation and Review Technique (PERT) is an eight-step process: determine final event, list events preceding the final event, develop a diagram of these steps, enumerate the activities that are needed to accomplish the tasks, estimate the time the steps will take, compare the estimated and total times and adjust if necessary, and calculate the probabilities of the program moving on schedule.[11]

With the help of motivated participants, the processes of the group can move smoothly.

Suggested Teaching Unit

Before a decision is made, a manager will collect pertinent background information and usually discuss the data with other managers. These managers may serve on standing committees, be members of a special task force or form informal discussion groups. To make effective decisions in a group, every participant has to understand the basics of group dynamics, importance of group maintenance and the problem solving process.

Small group decision making should be part of a basic business communication class because effective communications can improve the decision. Through a unit on small group decision making the student should

be able to understand the role of small groups in organizations, the process of decision making in groups and the importance of evaluating group dynamics.

The following unit presents a topic outline and classroom activities.

Topic Outline

I. Fundamentals of Small group Decision Making

A. Definition of Small Group

B. Assessment of Group Characteristics

1. Size of Group

2. Background of Members

3. Purpose of Group

Finding Facts

Making Analysis

Drawing Conclusions

Making Recommendations

Making Decision

C. Small Group Process

1. Preparation of Members

2. Group Techniques

3. Group Dynamics

4. Group Maintenance

II. Simulations and Exercises

III. Summary and Evaluation

Classroom Activities

Most teachers who write about their experiences doing group work say that the teacher works hard but interest is high because the students seem motivated by the change and challenge.

To meet the demands for group and individual work, many teachers try varied activities such as introduction exercises, mock interviews, simulation activities, field work, library assignments, conference planning, round-table discussions, brainstorming, and other group work and strategies. Most of the activities involve role playing, which Raymond L. Falcione defines as directed human interaction which simulates real life behavior--as in an introduction exercise that you might like to use at the beginning of a semester or quarter.[12]

Introduction Exercise

Vince Martin divides the students into triads and gives them about 15 minutes to interview each other.[13] Each student then introduces another student to the class. Thereby each student gets acquainted with at least two others and the instructor gets some idea of the students' education, work experience, and expectations about the course.

Mock Interviews

Group work lends itself beautifully to different lessons on interview techniques; so many teachers have found it an exciting (but time-consuming) activity. One such teacher, William H. Baker, asks three students to volunteer to serve as job seekers and to prepare individual application letters and resumes for the same kind of job. Using duplicates of these papers, all class members then rate these three individuals according to education, experience, appearance, communication ability, and attitude. Baker then divides the class into three groups and each spends about 15 minutes interviewing each of the three candidates. (All students are

expected to ask questions in group interviews.) Each class member then uses all the data (letters, resumes, interview notes) and writes a memo report recommending that the best of the three candidates be hired.

Edna Boris has a unit on interviewing after the students have prepared their resumes and job-seeking letters.[14] As the final class session on interviews, a guest interviewer (who has previously received copies of the resumes and job-seeking letters) talks with three or four students. Edna also sometimes pairs students into teams, lets them exchange letters and resumes, and then allows them to have mutual ten-minute interviews.

Lorraine Missling uses mock interviews as well as other activities, such as simulations.[15]

Simulation Activities

Most teachers who have tried simulation agree that it is effective only if preceded by ample classroom instruction in sound communication principles and that it should be only a small part of the semester's work. Alan P. Wunsch says that classroom instruction on communication principles, letters and memorandums, reports utilizing the problem-solving process, and human relations should precede any simulation applications.[16]

John T. Bale and Harold A. Coonrad start their report writing classes (divided into six groups) by distributing the information for a management game.[17] The groups are to make decisions involving the kinds of variables that are common to almost any business firm (selling price of product, advertising budget, number of units to produce). After each group makes its decision, a computer print-out shows how each group compares to other competing teams. The students then determine what courses of action to take and then write a report to tell management what they plan to do.

Mark L. Knapp of Purdue University uses simulation to teach graduate students.[18] He breaks his classes into several "companies" numbering about ten students. All companies work as consulting firms in communication and behavioral science. Company presidents are volunteers, but other employees have to write job application letters to the president. The presidents then select the employees who best fit the job situations. During the semester each company is responsible for several "products" (company journal, external house organ, research report on communication/ training program, research report on the personality of an executive). Products go to every other company for evaluation, ranking, and scoring.

Field Work

Norman Sigband sends the students out to industry in teams of two for several days (after they have had the fundamentals of business communication). When the students return, he lets them discuss their communications experiences and relate them to the material covered earlier in the class. Some of these discussion sessions (on videotape) are then available for further reference.

To teach on-line data search along with the letter of evaluation of an employee, Peter J. McGuire divides the class into four groups.[19] Each investigates an aspect of the problem and reports on its findings to the class. Group I reports on the number of available data bases and their contents, equipment needed to conduct a search and the cost of the search, the number of companies using this method, and the reasons companies prefer computerized searches to manual searches. Group II members discuss how they composed their list of key terms and how they select their data bases, while Group III selects and classifies the abstracts dealing with the context in which the letter of evaluation is written. Also Group III

finds articles dealing with the legal and psychological aspects of letters of evaluation as well as the uses made of the letters within the corporation. Meanwhile Group IV selects abstracts which deal with the actual writing of the evaluation. They find information on the role of the written evaluation and the pitfalls (negativism, sexism, defensiveness, and over protectiveness).

Library Assignments

A teacher can divide a class into groups of two or three and assign each group a company. The group finds address(es), the Standard Industrial Classification number (developed by the U.S. Government for use in classification of establishments and enterprises by type of activity in which they are engaged), the reported net worth, history, names of officers, products, expansions, prospects, failures, mergers. . . .

Before any library assignment, however, students have to have an introduction to sources in the library and how to use the sources.

Bette Ann Stead says she introduces students to modern and relevant data sources that are available in their own field by sending them on a meaningful assignment to the library. All students present their findings orally to the class followed by a question-and-answer session. Then the speaker calls on two class members for something of interest that was presented. The students hear about each other's assignments, thereby learning about other useful data sources.

Conference Planning

Pat Marcum says that during the middle 1/3 of the course the students work as four committees, each responsible for planning the content and presentation of a business conference which they then actually present orally.[20] Each conference committee gives a written report, with copies distributed to the entire class. Also the committees answer questions and discuss their portion of the conference in an in-class "staff meeting."

The teacher (conference manager) meets with eacn committee, but the committees are ultimately responsible for their output.

Round-table Discussions

Richard D. Rowell puts three or four students in a group and assigns each student to write an individual letter on an assigned case.[21] The collected letters from each group then go to another group so that Group A's letters go to group B, group B's to group C, etc. Each group critiques each letter by writing comments on each one, rating the letters as mailable or nonmailable, and ranking them 1) best letter of group, 2) second best. . . . Rowell then selects a couple of letters rated number 1 and mailable and has each group identify why it rated the letter that way. To increase interaction among all groups, he uses an opaque projector; and if time permits, he makes a transparency of the letters selected.

Dorothy Wilkinson lets students group-evaluate letters that several teachers (individually) have previously graded and ranked. (No teacher marks are on these reproduced letters.) Each group of three students has a recorder who reports to the class the group's discussion and evaluation.

Brainstorming

According to William A. Damerst, Brainstorming is not an undisciplined haphazard process.[22] If the brainstorming session is to be most productive, it must meet some definite prerequisites: appropriate size of the group, ability of the leader to stimulate, adequate length of the session for the topic, and accuracy of the recorder. The ground rules must be observed. Participants must not criticize, and they must concentrate on producing ideas. Otherwise, the sessions will surely turn into meaningless bull sessions. Criteria must be determined and applied.

Other Group Work and Strategies

John Louis DeGaetani divides his classes into units of three with each person playing the roles of speaker, listener, and observer.[23] The observer criticizes the effectiveness of the listener. Students write a short essay telling of their experiences and naming the role in which they feel most comfortable. DeGaetani also divides his class into groups of three and tells the students to maintain silence. But, someone talks first and so each group discusses such questions as why did that person speak first and why is silence difficult to endure. After these group discussions, one person will report the problems from each group.

Sometimes he divides the class into groups of two, each person taking a turn as the speaker and the listener. Later the entire class critiques the videotapes.

James Wyllie uses videotape, tape recorders, and cassettes for group discussions on the textbook chapters.[24] Each leader of a group reports orally to the rest of the class the group's findings.

Charlotte A. Williams uses group work and lecture to teach oral communication as well as letter and report writing.[25] She reviews the basics through lecture before assigning members randomly to six groups. In each of the following weeks one of the six groups makes its presentation, prepares the appropriate case, and evaluates their classmates' solutions. Then the classmates evaluate the efforts of the group in transmitting information to prepare for the class-completed case problem solutions. Each group is responsible for the class coverage of one of these types of business letters: inquiry, goodwill, credit, collection, persuasive, and unfavorable response. For 20 per cent of their grade, the students write a report based on their experiences in the group project--including a description of the project, statement of their objective, a

discussion of leadership in the group, group processes, evaluation, and a summary statement.

For teaching oral communication, John Binnion and Edward G. Thomas approach group work from two standpoints: (1) as a means of discussion, case solution, and problem solving; and (2) as a means of presentation. Group presentation techniques they use include panel discussions, symposia (similar to panel discussion but all members have a predefined topic which they address and there is no interchange among participants as there is in a panel discussion).[26]

Norma Smith puts students into groups of 3-6 and has them discuss answers.[27] She says the purpose of the exercise is to reinforce concepts and stimulate thinking and discussion, not to determine "right answers."

Bella G. Clinkscale suggests other strategies to improve oral communication, such as debate, the lecture forum, an open forum, panel discussion, the symposium, and the "buzz group" technique.[28]

We see that we have many and varied ways to teaching small group decision making through classroom activities. If you use group work, is the significant learning (not entertainment) more or less than for the same amount of time through traditional teaching methods? That is the question.

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The text shows how one can improve writing by applying the managerial skills one already has. The book is excellent in providing practical methods and strategies.

Huber, George P. MANAGERIAL DECISION MAKING. Glenview, Illinois: Scott, Foresman and Company, 1980. (Paperback)

A basic level book well written for managers and managers-to-be to improve their decisions and the decisions of their subordinates and associates as well. This book is about how to make decisions. Part One is exceptional in its treatment of an overview of decision making and problem solving.

Kolb, Harold H. Jr. A WRITER'S GUIDE: THE ESSENTIAL POINTS. New York: Harcourt Brace Jovanovich, 1980.

Gives a simple illustration of the pyramid form as applied to paragraph structure. A very handy short guide to writing.

Level, Dale A., Jr. and Galle, William P., Jr. BUSINESS COMMUNICATIONS Theory and practice. Dallas, Texas: Business Publications, Inc., 1980.

Chapter 1 on fundamental dimensions of communication is worth examining for basic decision making. The text devotes itself to the fundamental/that social organization without communication is impossible.

Lewis, Phillip V. and Baker, William H. BUSINESS REPORT WRITING. Columbus, Ohio: Grid, Inc., 1978.

Page 8 shows the pyramid in decision making. There is explanation of the decision making process throughout chapter 1.

Luthans, Fred. ORGANIZATIONAL BEHAVIOR, Third Edition. New York: McGraw-Hill Book Company, 1981.

Chapter 17 provides excellent information in understanding decision making and control. In addition, the chapter beginning on page 480 gives a thorough explanation of the decision-making process covering the nature, steps, scope, basic and routine decisions. The author also includes group techniques. At the end of the chapter there are two cases for class discussion.

Mathes, J. C. and Stevenson, Dwight W. DESIGNING TECHNICAL REPORTS. Indianapolis, Indiana: The Bobbs-Merrill Company, Inc., 1976.

A highly technical text and a resourceful one for teaching business communication. The following pages are useful for the problem solving process: pp. 29-31; 32-36; 70, 196; 98, 102-107.

Miner, John B. THEORIES OF ORGANIZATIONAL BEHAVIOR. Hinsdale, Illinois: The Dryden Press, 1980.

Chapter 13 gives excellent information on the decision tree and related types of leadership theories.

Mitchell, Terence R. PEOPLE IN ORGANIZATIONS Understanding Their Behavior. New York; McGraw-Hill Book Company, 1978.

Chapter 11 in decision making is written in an interesting fashion giving full treatment to the subject including models and techniques. The author provides variables that might be important to the selection of a particular strategy.

Persing, Bobbye Sorrels. BUSINESS COMMUNICATION DYNAMICS. Columbus, Ohio: Charles E. Merril Publishing Company, 1981.

Comprehensive and thorough for a basic communication course at the lower- or upper-division level and graduate level. Pages for decision making are 401, 409, 423, 432, 460-461, 463, 493, 502, 542.

Reitz, H. Joseph. BEHAVIOR IN ORGANIZATIONS. Homewood, Illinois; R. D. Irwin, Inc., 1981.

Chapter 6 on individual decision making is simply written in an interesting style. It is non-technical and the information is understandable. It is useful for small group in decision making.

Stogdill, Ralph M. HANDBOOK OF LEADERSHIP. New York: The Free Press, 1974.

Provides a comprehensive overview of the task-versus person orientation perspective and is a good source of research citations.

Stoner, James A. F MANAGEMENT. Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1978.

Chapter 7 on decision making is excellent for teachers in teaching decision making in communication classes. Especially effective Victor H. Vroom's five steps of management decision styles on page 185. The author cites Vroom and Philip Yetton as developing a method to help managers decide when and to what extent they should involve subordinates in solving a particular problem. It is easy to follow and is understandable.

Swindle, Robert E. THE BUSINESS COMMUNICATOR. Englewood-Cliffs, New Jersey: Prentice-Hall, 1980.

Chapter 16, Using Persuasion, has ideas for the study of decision making.

Szilagyi, Andrew D., Jr. and Wallace, Marc J., Jr. ORGANIZATIONAL BEHAVIOR AND PERFORMANCE. Santa Monica, California: Goodyear Publishing Company, Inc., 1980.

Chapter 12, pages 401-442, is an excellent source for decision making and communication. The authors cite that the single most critical ingredient in a decision is information. Those teaching small group decision making will find positive and straightforward explanations easy to follow. Page 435 gives 5 applications and implications for the manager on decision making and communication.

Timm, Paul R. MANAGERIAL COMMUNICATION. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1980.

Chapter 6, Interactional Communication Meetings and Conferences, is especially good for decision-making ideas. Phases of decision strategy are on pages 197-200.

Treece, Malra. COMMUNICATION FOR BUSINESS AND THE PROFESSIONS. Boston: Allyn and Bacon, Inc., 1978.

The text is written in an interesting and readable style. It is comprehensive and portrays a unified approach to writing, reading, listening, and speaking effectively in varies business situations.
Pages on decision making are 6, 19, 520-525. Problem-solving information is on pp. 395-401, 409. This text is excellent for teaching small group decision making in a basic business communication.

Wren, Daniel A. and Voich Dan, Jr. PRINCIPLES OF MANAGEMENT Process and Behavior, 2d. Ed. New York: The Ronald Press Company, 1976.

The following pages are resourceful for decision making: pp. 87-89, 128-129, 159. Chapter 6 deals with aids to planning and decision making; it is a good explanation.

Articles

Gemmill, Gary. "Managing Upward Communication," Personnel Journal (February, 1970).

A short article providing insight into a common management dilemma.

Martin, Vince, "Be a Supervisor-Not Just an Instructor," The ABCA BULLETIN (June 1981).

This short article explains a "supervisor's" approach in the regular lower-division transfer course with emphasis on small-group work using Robert Gunning's The Technique of Clear Writing. Anyone can benefit from the ideas given.

Rogers, Carl, R. and Roethlisberger, F. J. "Barriers and Gateways to Communication," Harvard Business Review (July-August, 1952).

Still current, the article provides valuable description of the way barriers to communication operate in business. It is recommended reading for those who have just begun to think about identifying the reader.

Williams, Charlotte A., "An Experimental Instructional Approach Utilizing The Small Group Concept," The ABCA BULLETIN (March 1973).

The author gives a clear explanation of steps and goals involving each student. The specific objective is to prepare each student to handle effectively the writing expected in business. The explanation gives numbers within a group involving discussion and joint decision-making.